ESSA School Accountability System
Overview of Indicators, Scoring and Business Rules

Introduction

This brief provides an overview and details of the business rules covering the five accountability indicators, scoring, and weighting used in Wisconsin's federal accountability system under ESSA. The document provides a general outline of how student-level data are translated into indicator outcomes and corresponding percentile rankings. It also describes the conversion process to arrive at summary scores and overall rankings.

The Office of Educational Accountability consulted with Wisconsin's Technical Advisory Committee (Accountability TAC) and other teams within DPI when developing the business rules of Wisconsin's ESSA accountability system. The business rules summarized in this brief resulted from that process.

Scoring Overview

Wisconsin's ESSA system calculates outcomes for and combines data from five possible indicators:

1. Academic Achievement
2. Student Growth
3. Graduation Rate
4. Progress in Achieving English Language Proficiency (ELP Progress)
5. Chronic Absenteeism

Summary scores, resulting from combining Indicator Scores, are used to rank schools and student groups in order to identify schools that qualify for comprehensive support, targeted support, or additional targeted support. Wisconsin's ESSA Consolidated State Plan outlined the process of obtaining an overall score used for rankings.

Table 1: Indicators and Corresponding Outcome Data

Indicator	Outcome Data Used
Academic Achievement	Points-based proficiency rate, Forward, DLM, and ACT Exams
Student Growth	Mean SGP (Student Growth Percentile), Forward Exam
Graduation Rate	Averaged 4- and 7-year graduation rates
ELP Progress	Mean SGP (Student Growth Percentile), ACCESS for ELLs Exam
Chronic Absenteeism	Multi-year chronic absenteeism rate (% of students chronically absent)

Indicator outcomes are ranked separately for schools that graduate students and schools that do not graduate students. The resulting Indicator Rankings (scores) are then aggregated via a weighting system based on school type, whether there is enough data to calculate ELP Progress (ACCESS for ELs Growth), and English Learner (EL) composition in the school to produce a Summary Score.

The scoring process (Figure 1) and weighting system (Table 1) are shown below.

Figure 1: Summary of ESSA Indicator Scoring Process

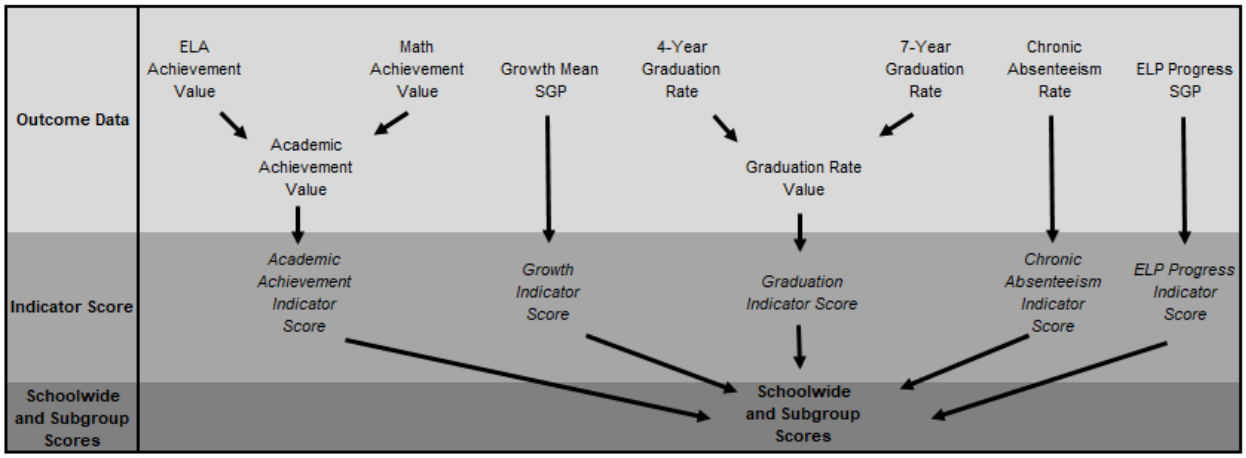

Table 2: ESSA Indicator Weighting

Weight Group	School Type	Academic Achievement	Student Growth	Graduation Rate	Chronic Absenteeism	ELP Progress
A	HS; Meets Cell Size (20) for ELP Progress; EL>=10%	0.375		0.375	0.150	0.100
A	HS; Meets Cell Size (20) for ELP Progress; EL>=10%	0.750			0.150	0.100
B	HS; Meets Cell Size (20) for ELP Progress; EL<10%	0.400		0.400	0.150	0.050
B	HS; Meets Cell Size (20) for ELP Progress; EL<10%	0.800			0.150	0.050
C	HS; Doesn't Meet Cell Size (20) for ELP Progress	0.425		0.425	0.150	
C	HS; Doesn't Meet Cell Size (20) for ELP Progress	0.850			0.150	
D	Elem/Middle; Meets Cell Size (20) for ELP Progress; EL>=10%	0.375	0.375		0.150	0.100
D	Elem/Middle; Meets Cell Size (20) for ELP Progress; EL>=10%	0.750			0.150	0.100
E	Elem/Middle; Meets Cell Size (20) for ELP Progress; EL<10%	0.400	0.400		0.150	0.050
E	Elem/Middle; Meets Cell Size (20) for ELP Progress; EL<10%	0.800			0.150	0.050
F	Elem/Middle; Doesn't Meet Cell Size (20) for ELP Progress	0.425	0.425		0.150	
F	Elem/Middle; Doesn't Meet Cell Size (20) for ELP Progress	0.850			0.150	
G	Combined; Meets Cell Size (20) for ELP Progress; EL>=10%	0.250	0.250	0.250	0.150	0.100
G	Combined; Meets Cell Size (20) for ELP Progress; EL>=10%	0.375		0.375	0.150	0.100
G	Combined; Meets Cell Size (20) for ELP Progress; EL>=10%	0.375	0.375		0.150	0.100
G	Combined; Meets Cell Size (20) for ELP Progress; EL>=10%	0.750			0.150	0.100
H	Combined; Meets Cell Size (20) for ELP Progress; EL<10%	0.267	0.267	0.267	0.150	0.050

Weight Group	School Type	Academic Achievement	Student Growth	Graduation Rate	Chronic Absenteeism	ELP Progress
H	Combined; Meets Cell Size (20) for ELP Progress; EL<10%	0.401		0.401	0.150	0.050
H	Combined; Meets Cell Size (20) for ELP Progress; EL<10%	0.401	0.401		0.150	0.050
H	Combined; Meets Cell Size (20) for ELP Progress; EL<10%	0.801			0.150	0.050
I	Combined; Doesn't Meet Cell Size (20) for ELP Progress	0.283	0.283	0.283	0.150	
I	Combined; Doesn't Meet Cell Size (20) for ELP Progress	0.425		0.425	0.150	
I	Combined; Doesn't Meet Cell Size (20) for ELP Progress	0.425	0.425		0.150	
I	Combined; Doesn't Meet Cell Size (20) for ELP Progress	0.849			0.150	

Summary Scores are then themselves ranked to produce an Overall Ranking. Again, this ranking is done separately for schools that graduate students and schools that do not graduate students. The Summary Scores are then ranked for the entire school as well as for each student group with enough data within the school.

Summary Scores, and ultimately the resulting rank of those scores, situate a school or student group's performance compared to similar groups across the state, and are used to identify schools for three types of support:

1. Comprehensive Support and Improvement (CSI)
2. Targeted Support and Improvement (TSI)
3. Additional Targeted Support and Improvement (ATSI)

Overview of Identifications

Comprehensive Support

ESSA establishes two types of Comprehensive Support identifications: one is based upon the summary score for the school (and applies to Title I schools only) and the other is based upon graduate rate.

- If a Title I school's summary score is in the bottom 5% of summary scores for Title I schools across the state, the school qualifies for Comprehensive Support for Low Performance.
- If the graduation rate for any school in the state is below 67%, the school qualifies for Comprehensive Support for Low Graduation Rate.

A school may qualify for Comprehensive Support for either or both of the reasons above. Schools with fewer than 100 students (based on total enrollment as of the Third Friday of September in the year in which the identification is determined) may decline improvement activities resulting from the identification.

DPI will identify schools that qualify for Comprehensive Support every three years. The first identification was for the 2017-18 school year.

Targeted Support

ESSA says that a consistently underperforming student group should qualify a school for Targeted Support, but leaves the definition of "consistently underperforming" up to states. This is Wisconsin's criteria for TSI:

- a student group's Summary Score is in the bottom 10% of all students; *and*
- a student group's Summary Score is in the bottom 10% of its statewide comparison group
    - Racial and ethnic groups are compared to one another, separately for schools and do and do not graduate students.
    - Groups of economically disadvantaged students, English learners, and students with disabilities are compared to one another, separately for schools that do and do not graduate students.
- The criteria above must be met for two consecutive years for a school to qualify for Targeted Support.

DPI will notify schools and qualify for Targeted Support on an annual basis.

Additional Targeted Support

Like Targeted Support, Additional Targeted Support is based upon the summary performance of specific student groups in the school, and is based upon these criteria:

- The student group must first qualify for Targeted Support (i.e., meet the criteria outlined above).
- The student group's Summary Score would, if it were a schoolwide Summary Score, qualify for Comprehensive Support. In other words, the student group's score falls in the range of the lowest performing (bottom 5%) of Title I schools in the state.

DPI will identify schools for Additional Targeted Support every three years. The first identification was for the 2017-18 school year.

Overview of Indicators

Academic Achievement Indicator

The Academic Achievement indicator calculates school-level points-based proficiency rates using up to three years of data (which mirrors the Student Achievement priority area in the state accountability system). This indicator applies to all schools with enough tested students, using data from the Forward Exam (3-8), ACT with Writing (Grade 11), and DLM (alternate assessment for all applicable grade levels).

ESSA requires Academic Achievement calculations to be based upon the greater of 95% of students enrolled for the full academic year (FAY) or the actual number of students tested. Hence, schools that have student groups with lower than a 95% test participation rate are penalized. Wisconsin's ESSA system applies this this requirement by adjusting the denominator of the points-based proficiency rate calculation to the 95% tested level for schools testing below the required 95% rate.

Business Rules

- Uses ELA and mathematics test results for grades 3-8 and 11 (Forward, DLM, ACT with Writing).
- Only full academic year (FAY) students are included in the calculation.
- Points-based proficiency rates award points based upon student proficiency levels. Zero points are awarded to students scoring Below Basic, 0.5 points for Basic, 1 point for Proficient, and 1.5 points for Advanced. See the Accountability Report Cards Technical Guide for calculation details.
- Aggregated points-based proficiency rates are capped at 1.0 for groups, as is done in the State Report Cards.
- Points-based proficiency rates are calculated using adjusted denominators when a school or subgroup falls below the 95% test participation rate.
- Schools only need to meet cell size for one content area to be included in indicator.
- Calculations are based on up to three years of data, giving more weight to more recent years.
- Weighting by number of students tested uses the actual count of students tested. The adjusted denominator for the 95% test participation requirement is not part of the weighting process. (This requirement only applies to the points-based proficiency calculation, not to weighting of multiple years of data.)

Student Growth Indicator

The Student Growth indicator combines multiple years (up to three years when available) of Student Growth Percentiles (SGPs) for ELA and mathematics into mean SGPs for schools and student groups. Averaged ELA and mathematics school-level and student group-level mean SGPs are then converted to percentile rankings, separately for schools that do and do not graduate students for each of three comparisons: all schools, racial/ethnic groups, and service provision groups (economically disadvantaged students, English learners, students with disabilities).

Business Rules

- Uses ELA and mathematics test results for grades 3-8 (includes WKCE, Badger, and Forward data), and is therefore available only to schools with grades four through eight.
- Students must be FAY in the current year, and have at least one prior test record to be included.
- Schools only need to meet cell size for one content area to be included in indicator.
- Each student-level SGP uses up to six years of data. This is based upon the most recent year and up to five prior years' data.
- Calculations are based upon up to three years of school-level mean SGPs, giving more weight to more recent years.

Graduation Rate Indicator

The Graduation Rate indicator averages 4- and 7-year adjusted cohort graduation rates for the most recently available school year. This averaged rate is converted to a percentile ranking, based upon one of three applicable comparison groups: all schools, racial/ethnic groups, and service provision groups (economically disadvantaged student, English learners, and students with disabilities). This indicator applies to all schools with a 12th grade.

Business Rules

- Both a 4- and 7-year rate are required in order for a school or student group to receive a Graduation Rate score.
- 4-year and 7-year graduation rates are used and equally weighted in producing average graduation rate.
- Graduation data are lagged by one year due to timing of data collection.

ELP Progress Indicator

Similar to the Student Growth indicator, the ELP Progress indicator combines multiple years of SGPs from the ACCESS for ELLs exam into mean SGPs, which are the same for the school and the EL student group. These multi-year mean SGPs are converted to a percentile ranking, separately for schools that do and do not graduate students. This indicator applies to all schools with enough EL students for whom at least 20 SGP's are calculated in the most recent year.

Note that because of major format and scoring changes in the ACCESS for ELLs exam, DPI is using only re-scaled ACCESS 2.0 data, which starts with the 2015-16 school year. As a result, the first year for which DPI can calculate SGPs is 2016-17. Therefore, 2018 identification will be based on two years of ACCESS SGPs when available: 2016-17 and 2017-18.

Business Rules

- Uses ACCESS for ELLs exam scores for grades kindergarten through 12.
- Current and prior year test scores are used to calculate an SGP.
- The step of SGP methodology that groups like-students by their test scores uses student scores from all states in the WIDA consortium. This improves the accuracy of SGP values for Wisconsin students, given the relatively small EL population in Wisconsin.[1]
- Students must be FAY in the current year and have at least one prior test record in order to be included.
- Each student-level SGP uses up to six years of data. This is based upon the most recent year and up to five prior years' data.
- Uses up to three years of school-level mean SGPs when available, giving more weight to more recent years.

Chronic Absenteeism Indicator

The Chronic Absenteeism indicator uses a multi-year chronic absenteeism rate, which is converted to a percentile ranking, separately for schools that do and do not graduate students, and based upon one of three applicable comparison groups: all schools, racial/ethnic groups, and service provision groups (economically disadvantaged students, English learners, and students with disabilities). This indicator applies to all schools.

[1] WIDA has consulted with Dr. Damian Betebenner, researcher at the Center for Assessment and writer/publisher of the SGP R package data, to determine these group cut-scores, beginning with data for the school year 2015-16.

Business Rules

- Students are included in this calculation is they were enrolled at least 90 days[2] (non-contiguous).
- A student is considered chronically absent if he or she missed more than 10% of possible attendance days.
- Chronic Absenteeism data are lagged by one year.
- The multi-year rate uses up to three years of data, when available and when cell size is met.
- The multi-year rate is an average of single-year rates, giving more weight to more recent years and weighting for group size.

Other Business Rules

There are additional business rules for Wisconsin's ESSA identification system:

- In order to be included in system of ESSA identifications, a school/subgroup must have at minimum both an Academic Achievement and Chronic Absenteeism indicator ranking.
- Some schools lack sufficient data to calculate a summary score, but may have sufficient data for some indicators. These Alternate Accountability schools are included when ranking indicator outcomes if they meet cell-size for the indicator in question. They are not included when producing summary scores because they lack sufficient data to calculate a Summary Score. Alternate accountability schools are still eligible for CSI identification based upon a separate accountability process.
- Details on exit criteria for schools identified in the 2017-18 reports is forthcoming.

Further Information

Detailed information on the ESSA accountability system, requirements under ESSA, Wisconsin's statewide system of support and the continuous improvement process are available:

- Every Student Succeeds Act (ESSA): https://dpi.wi.gov/esea
- Federal Accountability (ESSA): https://dpi.wi.gov/accountability/federal
- Support for Schools and Districts: https://dpi.wi.gov/continuous-improvement

For questions, contact the Office of Educational Accountability at oeamail@dpi.wi.gov.

[2] This minimum enrollment length is in response to ESSA requirement that students be enrolled at least half of an academic year (HAY) in order to be included in indicator calculations.